

1964

A guidance pamphlet.

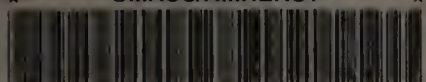
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A GUIDANCE PAMPHLET

by

John R. Smith

A practicum report presented
in partial fulfillment of the requirements
for the Master of Education Degree

University of Massachusetts

1964

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

1954-1955

RESEARCH REPORT

NO. 10

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INTRODUCTION

INTRODUCTION

This paper is written in two units. The first unit is concerned with the functions of a teacher in a guidance program as they coincide with the functions of a specialist in guidance. Through readings in guidance and experiences in school systems this writer has found the issue obscured. A lack of semantic lucidity resulting from writers not defining their terms obscures the issue in a large measure. Differing philosophies of guidance lead some writers into discussions which might find agreement if the writers had stated the assumptions which underlie their philosophies. Some people feel that there is no need for a guidance specialist in an educational program. Others feel that highly specialized personnel are needed in such a program.

In the first unit of this paper the writer will present some examples which point out both sides of this issue. The first unit will discuss the need for a pamphlet which may assist teachers to utilize the services of guidance.

The second unit of this paper will be an outline of guidance services. It will include a short history of guidance, a philosophy of guidance, the tools used and the services rendered in guidance. It seeks to inform teachers about a guidance program and how they may contribute to it.

UNIT I

CHAPTER I

COMPLEMENTARY FUNCTIONS OF THE TEACHER AND
SPECIALIST IN A GUIDANCE PROGRAM

Guidance today is in somewhat of a quandary as to what it is and what it shall become. As recently as 1949 Davis and Norris, in their preface to Guidance Handbook for Teachers, remark that "guidance is and should be the function of the homeroom and classroom teacher." (6, p. v.) They go on to say, "This scheme seems much more logical than the one in which one person is given half or full time for guidance duties and all the remaining teachers have full class schedules." (6, p. v.) Today the author is aware of discussions amongst people in guidance which center on the requirements or training a person should have before he is considered able to perform guidance services well. One important group would ask the guidance person to have specialized courses to the masters degree level. Another group in this current issue would have guidance personnel to be teachers who do guidance work for a period or so during the school day. Still another group would have guidance personnel "overspecialized" in the field of clinical psychology.

Today "guidance" is somewhere between the extremes of the teacher doing part time guidance work and the clinical psychologist doing full time guidance work. Let us assume that guidance, as it is today, is doing a job and fulfilling a need. If we take a closer look at some of the aspects in our current issue we should have a clearer picture as to where guidance is today and just what it seems to be doing.

Warters sees the discussion concerning the relationship of personnel work to education as centering in the question, "Who should perform the personnel functions?" (19, p. 44)

Three points of view are expressed in the literature: (1) Personnel work is primarily the function of the specialist, with the teachers performing only minor supplementary functions; (2) The class teacher should perform all personnel functions; (3) There are personnel functions to be performed by every staff member, but not every staff member is qualified to perform every personnel function. (19, p. 45)

She feels that the third point of view is the practicable point of view for education today. Kelley also takes the same stand when she answers the question, "Who does the counseling?" She states that it "must be an integral part of the educational process, and therefore must be done to some degree by all the school personnel who are an integral part of the educational program." (11, p. 346) Here we see a possible overlapping in guidance functions. The above authors are not clear as to which persons should be doing which functions. Warters is clear on the point that not every staff member is qualified to perform every personnel function. Kelley implies this when she feels that counseling must be done "to some degree" by all the school personnel. This writer feels that both authors are aware that specialization is needed "to some degree" in performing guidance functions.

Rothney adds to the issue. He points out that, "apart from the common objection that teachers are not well enough prepared to counsel, there is the further objection that a youth may be literally torn apart by his many teachers who are all well-intentioned but who collectively confound his confusion." (15, p. 66) Those of us who have had experience counseling and/or teaching are aware of the youth who is confused as to which vocation to plan for, which courses to take in high school, which college to apply to - a multitude of confusion exists at this age level while the youth is becoming aware of the many possibilities life has to

offer him. This is normal at the high school level. At this stage of life the youth has little experience to help him in his decisions. He must rely on vicarious experience through parent, relatives, friends, teachers and others whom he comes in contact with. Many parents do not have the ability, or the time, to understand the individual youth's needs. Much advice handed down to the youth by his parents and teachers is advice that the adult has himself needed and what may have been true for the adult may not be true for the youth he advises or not even satisfactory for the adult let alone the child. This writer does not think that he is assuming too much in this discourse. People like to feel that they are understanding and objective in their relationships with youth, but are they?

There seems to be a need for a "specialist" in understanding the needs of youth. May we say that this is something people can specialize in - or is it that this understanding adult is understanding because of his personality makeup or because he is "more human" than other adults? Personality itself, to a large degree, is learned, i. e., behavior, to a large degree, is learned. If this is true, it follows that the ability to understand the needs of youth can be learned. A person with training or specialization can learn techniques of interviewing and counseling. These and the awareness of the importance of being objective in advising individuals are not learned by the normal parent or teacher in the everyday pattern of life. It's obvious that this type of understanding individual is not the norm in society. We are all concerned about our own problems, our own needs and aspirations. These color our perception of the world and reflect in our awareness of it and our behavior in it.

It takes a different learning process, than the day to day learning process, to be able to be objective in understanding peoples needs. This different learning process is a structured process and this process is the training of a guidance specialist.

To this point in the paper the writer has quoted from a few sources amongst the abundance of literature on this issue. The writer feels that the reader can see the need for a specialist in a guidance program insofar as the program functions as an advisor to its students. A teacher may be taught this skill; but the training involved would include much more time and capital than most teachers today seem able to invest.

Teachers too have a need for a guidance specialist. Warburton mentions an incident which indicates that teachers have a need for "more expert knowledge and skill in understanding and helping children and advising their parents." (18, p. 76) He also mentions five needs which teachers have listed:

1. Specially trained personnel are needed to help teachers.
2. No history of child's past.
3. I have not had enough training in the causes of behavior problems.
4. I need to know more about the community and its ways.
5. No free time. (18, p. 79)

These teachers point out a need for a specialist in the guidance program. Through the writers own experience he has found most of the teachers seeking help in a variety of ways. Some have asked for help in understanding test scores, others have guided students "by the ear" into the counseling office for behavior problems.

If a guidance specialist has the mobility in the community he may interview parents of children and thereby obtain a richer history of the childs past. He may explore the aspects of the community and gain this

information for the teachers. He must have the time to do this. He should have training in interviewing techniques and courses in sociology to perform these services well.

The need for training in the causes of behavior problems is another factor central in the current issue. This author leaves the comments on this factor until a later chapter.

By pointing out several needs in education we have expanded our specialized services from counseling techniques (or understanding and advising individuals in an objective manner.) to other functions as mentioned above. Today these needs are being fulfilled in some schools. In fact, there are specialists among the "guidance specialists" in the larger school systems.

Stewart sees a need for the guidance specialist. He makes a comment that points out the current issue in guidance circles.

Trained counselors with teaching experience are in short supply. Administrators are often forced to hire teachers as counselors. In many instances, however, the administrator will hire teachers rather than trained counselors without teaching experience because he feels that teaching experience is more important than professional training. Moreover, some administrators insist that counselors come from their own staff. These practices need to be re-examined. The critical factor in the success of a guidance program may be the level of professional training of the staff. The trained counselor with teaching experience would probably be preferable to one with no teaching experience. If, however, the choice is between the trained person with no teaching experience or the teacher with no guidance training, it may be advantageous to hire the former. Helping the trained counselor become acquainted with school routine may be relatively easier and more effective than requiring the teachers to take a "few courses" in guidance. (17, p. 567)

Stewart's comment does not answer some of our questions, but he does make it clear that the specialist is important in a guidance program.

In the next two chapters this writer will explore the specific functions of the teacher and the functions of the specialist. The last chapter in this unit will concern itself mainly with the question, "How much specialization is needed?"

CHAPTER II

FUNCTIONS OF THE TEACHER IN

A GUIDANCE PROGRAM

In the preceding chapter Stewart's comment pointed out that a trained counselor, with teaching experience, is to perform the guidance function. The question remains, "How do teachers function in a guidance program?" In this chapter the writer will outline the functions of the teacher in such a program. A survey of the literature should give us an idea of how teachers are functioning in a guidance program today.

Smith hopes for a millennium in which, "every teacher is trained as a counselor and when time is provided for the use of his counseling skills." (16, p. 274) "In the meantime," he goes on to say, "We must continue to recognize the teacher as an important person in the guidance program whose functions are confined largely by virtue of training, interest, and experience, to non-counseling functions in the guidance program." (16, p. 274) This, written eleven years ago, stands in contrast with a booklet which was published in January 1962. The booklet lists two charts of the staff relationship of a school organization. Both charts separate the counseling position from the teaching position. (13, pp. 14-15) The authors imply that a good program should employ "well-trained counselors on a full-time basis with clear recognition of the professional identity and status of the position of counselor." (13, p. 16)

Literature abounds on the subject of a teacher's role in guidance. Willey feels that teachers are frequently in a better position to provide information and data for effective counseling than can be obtained by the specialist alone. (20, pp. 10-11) In this statement Willey seems to sum up the position teachers are in, concerning the guidance program,

today. They add to the counselling function by providing information and data for effective counseling, but perhaps they do not do the counseling.

In a later text, written with Andrew, Willey does see counseling as a function in the role of the teacher. (2, pp. 44-45) Froehlich, in his summarization of teacher responsibilities has this to say about counseling duties. The teacher must "1. Be on the alert for interests, aptitudes and behavior patterns which the pupils' counselor should know about.

2. Direct to the counselor those pupils who need specialized help.

3. Study and practice good interviewing and counseling procedures to make any work the counselor may be asked to do more effective." (7, p. 67)

Though, as Kelley points out, "all teachers should know the fundamental principles of counseling," (11, p. 396) most of the literature on this topic carries the assumption that teachers, today, do not have adequate training in counseling. As we see from the above discussion, it is hoped that teachers, in the future, will take an interest in and be given the time to participate in counseling functions.

We may conclude that, in general, teachers today do not function as counselors. We must now address the basic question of this chapter: "How do teachers function in a guidance program."

There are many listings in today's literature concerning the role of teachers in a guidance program - much too numerous to mention in this paper. Many of these listings overlap in their ideas. Ideas central to the issue are:

1. The teacher should assist in compilation of cumulative records.

He should be familiar with what should go into the cumulative record, why it should be there and how it can be used.

2. He should aid in conferences on students. This includes assistance in case studies, parental conferences and teacher to counselor conferences.
3. He should aid in distributing occupational information. This would include knowledge of services which his guidance department has on hand and, when possible, teaching units on occupational information.
4. He should have adequate knowledge of causes of behavior problems to be able to identify the problems in the class room and refer them to the counseling specialist.
5. He should have a knowledge of group interaction. He may thereby structure group activities to contribute to the pupils' growth as well as to gain insight into their behavior problems.
6. He should be familiar with the various tests used in the guidance program in order to utilize the results profitably.
7. He should serve on specific guidance assignments such as orientation days, the follow up study, and evaluation of the guidance program.
8. He should be familiar with counseling and interviewing techniques in order to be able to give advice on such things as extra curricular choice. He should know his own limitations as a counselor.
9. He should be aware of the importance of objectivity in his relationships with pupils.

In summary, this chapter points out that the teacher's role in guidance today is not identical with the role of the counselor. The teacher

is an integral part of the guidance program in that he should have duties to perform and should have training in the aspects of these duties to perform them well.

If the specialist did not have the help of the teachers, it might well be futile to attempt to improve individual adjustments. The teachers, in most cases, have contact with the students five or more times a week. The teacher is apt to be in the position of observing the student in many more situations than a guidance specialist is. The specialist needs the insight into the students that the teachers may provide.

The next chapter will be concerned with the functions of the specialist and how he relates to the teaching functions in the guidance program.

CHAPTER III

FUNCTIONS OF THE SPECIALIST

IN A GUIDANCE PROGRAM

We can see from the previous chapter that the guidance specialist works closely with the teacher. As Hutson (10, pp. 93-100) points out, the teacher alone could not perform an adequate guidance function because, in today's regionalized and city schools, he does not come into sufficient contact with the students. This seems to be the central function of a guidance specialist. He must devote his time to the individual student and work with the teachers insofar as the student is concerned. Willey tells us that, "the specialist is any person connected with the school whose chief function is not classroom teaching, but helping the child to adjust by diagnostic and therapeutic procedures for which the regular classroom teacher is either untrained or for which she does not have sufficient time." (20, p. 14)

In order to "help the child help himself," as Rothney puts it, (15, p. 66) the specialist is concerned with assisting the teachers. Kitch and McCreary tell us that the specialist should assist teachers in several ways:

1. Helping teachers to secure information about individuals which will be of assistance in planning and conducting class work.
2. Assisting teachers in the use of tests and appraisal techniques.
3. Assisting teachers who are responsible for group guidance activities in planning and conducting such activities.
4. Assisting teachers to secure and interpret guidance materials suitable for use in various class situations.
5. Working with teachers in the solution of problems involving individual pupils. (12, pp. 6-14)

The main purpose of guidance is the counseling function which we've been dwelling on in this paper. In order to do the counseling job well,

the specialist must know as much as possible about the student he's working with. This is why a knowledge of various tools is needed. He must have a thorough knowledge of tests and testing procedures. The results of individual tests may give the counselor an insight into the individual that he might not otherwise have. He must have a thorough knowledge of the sources available to the individual. These would include colleges, schools other than colleges, and vocations and occupations which may be open to the student.

Willey and Andrew list the duties of a counselor. The duties, as they list them, give us a clear idea of the function of the specialist in today's schools.

1. Responsibility for the testing program.
2. Providing leadership for the entire guidance program.
3. Counseling of individual students.
4. Consulting and working with teachers, administrators, and parents in the individual study of children.
5. Coordinating school and community agencies that provide services for children.
6. Collecting, filing, and disseminating occupational information.
7. Placing students in the proper curriculum within the school and assisting them in the next step of training outside the school.
8. Conducting research to aid in the improvement of the guidance services and the entire school program. (2, p. 52)

Recalling the functions of the teacher in the guidance program, the reader can now see that the functions of the counselor overlap to some extent. The main difference between them is the role of counseling. Functions such as testing overlap in some degree, but it is the counselor who has had more extensive training.

As Wynn Comments, "Rapid changes in the world of work will place

new demands upon the field of guidance. There will be need for more counselors, guidance specialists, and experts in testing." (21, p. 60) Teachers may not have the time to keep up with these rapid changes. This task can be left to the guidance specialist.

In the next chapter the writer will conclude the discussion which has been presented in this first unit of the paper. The reader shall see, as he has seen in the previous chapters, that there is a need for more assistance to teachers from the field of guidance.

CHAPTER IV

CONCLUSION

There is no ready answer to the question of, "How much specialization is needed in guidance?" Guidance seems to be in a period of transition. From fifty years ago to the present it has shown a steady increase in specialization. The issue will not be settled until the participants agree on a working fundamental philosophy.

From the experience of this writer and from his readings on the issue, it seems that many teachers have to be introduced to the services a guidance program offers. Quite a few teachers do not enlist the services of their guidance departments. It seems that a need exists to stimulate and assist the teacher in utilizing this important part of an educational system. The writer hopes, by sharing his knowledge and experience as a counselor in today's schools, to do this by the following pamphlet.

UNIT II

A PAMPHLET ON GUIDANCE
TO ASSIST TEACHERS PARTICIPATING IN
A SCHOOL GUIDANCE PROGRAM

INTRODUCTION

INTRODUCTION

The following pamphlet is written as a concise aid to familiarize teachers with the workings of a guidance program. It is by no means meant to be comprehensive. This writer hopes that by reading it the reader will want to ask questions pertaining to the guidance program.

A short section on the history and philosophy will begin the pamphlet. A section will then be presented on the tools used in a particular program. Further sections will discuss counseling, research and follow-up surveys.

SECTION I

HISTORY OF GUIDANCE

Guidance began as a service to provide occupational information and placement for students. It soon became concerned with the individual, his aptitudes and how these related to occupational possibilities. To do the job well more time was spent on collecting information on the individual. Tests were designed to gain information on mental abilities, aptitudes and interests. Records were kept on the student's behavior and academic background. Counseling was introduced to gain knowledge of individual differences in social background and vocational aspirations. The emphasis on occupational information gradually shifted to concern over problems confronting the individual. Problems of concern began to range from the original emphasis on occupations to help in working out minor problems of adjustment, e. g., help in adjusting to the transition from the sixth grade where a student had but one teacher to the seventh grade where he met several teachers during the day.

Today guidance performs these services. It maintains data on individual students in a cumulative record. The material in this cumulative record gives information which helps in counseling the student. Out of counseling may come a need for information on various topics such as further educational and/or vocational information. Guidance provides this information or assists the student in obtaining it. Guidance then becomes concerned with placement of the student and "following-up" the student to ascertain how his educational experience has helped or hindered him in his later life. On the basis of this "follow-up" study guidance can provide assistance in evaluating the educational process.

PHILOSOPHY FOR GUIDANCE

There is much found in guidance literature in the way of a definition of guidance. The principal concern is best illustrated by McDaniel's comment (in his book Guidance in the Modern School) on a philosophy for guidance:

Every individual should be helped to study and understand himself as a unique personality, growing, changing, and developing in constant response to the pressures and stimuli of the time and place in which he lives. Knowledge of self can help him become increasingly confident, resourceful, and capable of planning for himself and taking the initiative in adjusting to his environment so as to make his life more satisfactory..... Modern psychologists hold that the vast majority of people are capable of growing and adjusting, at their own level of adaptability, to the demands and opportunities which surround them.

It is the task of the counseling process to help people fulfill their potentials for growth. When a pupil comes to a teacher or counselor with a problem, it is the latter's purpose to help the pupil solve the difficulty; but in the process of solving the problem, the young person must be guided into self-knowledge, into some new insight and awareness that will make him better equipped to handle such problems in the future.

AN OBJECTIVE OF GUIDANCE

Guidance performs its services to help the individual to help himself. At times a student is bewildered as to what he should aspire to or what he should help himself toward becoming. With its services guidance may help a student gain a meaning to his life or an insight into himself.

Many "bright" students drop out of school today. For various reasons they may not see the value an education may bring in terms of long-range goals. Too many times a bright student may be thinking in terms of short-range goals, e. g., dropping out of school provides the time to work which enables him to earn money for a car. Many very bright students have very high interests in fields which would take college training to fulfill

their aspirations, yet, because of friends and parents who are not college oriented these students did not see themselves as having the ability to go on to college. Guidance may supply students such as these with a perspective toward life which they have not been aware of.

If a student does not realize the choices which are available to him he may not be able to help himself toward the choices which could have the deepest meaning for him. Guidance attempts to provide this awareness.

SECTION II

1782-1783, 1784-1785

TOOLS USED IN GUIDANCE

To help a pupil utilize his potential, guidance seeks to accumulate as much data on the student as it can. The data accumulated may be called the "tools of guidance." In this section the writer will discuss three important tools used in guidance; the Cumulative Record, the Case Study Report, Tests and Test Results.

The Cumulative Record

The cumulative record is a means of preserving data, which has been accumulated from various sources, on the individual student since he started school in the first grade. The data should be used by teachers and administrators as well as counselors. It is a ready source of information to help in understanding the student. There are probably as many unique forms of the cumulative record as there are school systems. The record usually contains the following information:

Home Background Information

A simple listing of the name, address, age, telephone number, educational background, occupational background and health record of the student and the people he lives with may give much information concerning current problems. The size of the family and the occupational and educational background of the parents may point to economic stress which may be influencing the student. Grandparents or state wards living within the family may be a source of stress.

Pupil Transfer Records

Records and comments obtained from previous schools may be used in understanding a current situation. There may be no record of previous problems. The current problem may be a direct result of the student's transferring to a new school and leaving old friends behind.

Student Autobiography

Much not realized about a student and his aspirations, likes and dislikes, fears, etc. may be found if an autobiography is included in the cumulative record.

The Questionnaire

This versatile data sheet can give information which may not be available from other sources. School activities, educational aspirations, preference for school subjects and outside (of school) activities are a few of these.

The Teacher's Report

This may be as long or as brief as deemed necessary. The report may cover an interview with parents, general comments on the student's behavior for administrators or it may cover all available information on a particular problem.

The Check-Off Sheet

Once the information desired is decided upon, this sheet can be quickly checked off by teachers and counselors. It may give a multitude of information.

Special Reports/Subject Grade Record

A record of all grades the student has obtained in previous subjects is kept in the cumulative folder. The special report is usually sent to the parents to give the home more information about unsatisfactory work in the subject. This is usually sent home at the mid-point during a school term to warn the student of impending failure in a subject. It is then signed by a parent and returned to school where it becomes part of the cumulative record.

Recommendations

Recommendations may be of various types and may be written by various school personnel. Most recommendations are made to colleges but they are also made to employers and are made in reference to honor societies. They should be as useful as possible.

Anecdotal Records

Much of what a teacher observes about a pupil may be written down and kept in the cumulative record in the form of an anecdote. The anecdote should be a brief description of the pupil's behavior in the classroom or on the playground. Significant behavior should be reported, facts should be adhered to and opinions should be omitted. An accumulation of these anecdotes may show a pattern of behavior which could prove to be important at a later date. For example: J's failure to turn in homework and his obvious lack of interest in classwork may be traced to a point in his history

when a member of his family died.

Letters to Parents

A copy of any letter to a parent or note which the parent has had to sign and return (such as an approval form for courses which the student has signed to take the following year) should be kept on file in the cumulative record.

Reports of Outside Agencies

When the student has been referred to an agency out of the school system, the reports which may be forthcoming should be kept on file. Psychiatric evaluations and Psychometric Reports would be included.

Test Results and Case Study Reports

Test results and case studies done on pupils are kept in the cumulative record. Because of the detailed nature of the tests and the case study report, they will be discussed in a separate section. The following few pages give examples of the various types of data discussed in this section.

EXAMPLE OF A HOME BACKGROUND DATA SHEET

<u>Student's Last name First Middle</u>			<u>Date of birth mo. day year</u>		
<u>Address</u>	<u>Street</u>	<u>City</u>	<u>State</u>		
<u>Father's Last name First Middle</u>			<u>Place of birth</u>		
<u>Occupation</u>			<u>Place of employment</u>		
<u>Mother's Last name First Middle</u>			<u>Place of birth</u>		
<u>Occupation</u>			<u>Place of employment</u>		
<u>List names of brothers below. Age</u>			<u>names of sisters Age</u>		

In case of accident, notify

Father at

address

phone

Mother at

address

phone

Neighbor at

address

phone

Doctor at

address

phone

Hospital

address

phone

Comment on other information regarding your child's health of which we should be aware

I have filled in the above information and I am familiar with the regulations in the student's handbook.

Signature of parent or guardian

EXAMPLE OF A PUPIL TRANSFER SUMMARY

Jackson Regional School
Jackson, Florida

To: Principal;

1. In order to help the receiving principal and teacher place the child in the right achievement group the following is submitted:
 - a. (Child's name, grade:)
 - b. (Reading. Developmental reading text now in use, reading proficiency, problems, etc.)
 - c. (Language, Writing, Spelling - strengths, weaknesses)
 - d. (Arithmetic - basic arithmetic text being used, general areas covered, strengths, weaknesses)
 - e. (Social Studies - basic book being used, general areas covered, etc.)
 - f. (Science - basic book being used, general areas covered, etc.)
 - g. (General comments - academic achievement, social behavior, attitudes, work habits, etc.)

2. For further information concerning this child, write to:

The Principal
Jackson Regional School
Jackson, Florida

Teacher: _____

EXAMPLE OF A STUDENT'S AUTOBIOGRAPHY

My Autobiography

by Linda Battaini

I was born sixteen years ago in J. Arkansas, and, being the daughter of an Air Force officer, I have spent much of these years travelling around the United States. When I was five years old, my father was transferred to D. Texas, where we remained for three years. After that we were stationed in S. Florida for nearly eight years.

When I entered in regional junior high school in S. Florida, I was placed in an experimental accelerated course for which I am very grateful because I realize that it has greatly helped me in preparing my way for college.

In 19.., my father was transferred to S. Air Force Base, and I entered this high school as a sophomore. During these past years I have participated in many activities. As a reporter for the school paper for the past two years, I have received much experience in writing articles. Also, in my junior year, I was tapped into Pro Merito, and this year, I was elected president of the organization. Other academic clubs of which I am a member include the Spanish Club, the Math Honor Society, and the Speech Club. Also, I, along with four other students from this high school, am participating in a computer math course at Jackson College. In previous years I have been a member of the German Club and the Student Activities' Society. However, not all my activities consist of academic clubs, for I am also interested in sports. I have been a varsity cheerleader for the past two years and was a member of the Drill Team during my sophomore year. I also belong to the Ski Club and the Girls' Athletic Association. I have participated in varsity sports such as field hockey and basketball for the past three years.

I have several reasons why I am applying to Tully University. First of all, I realize what a valuable asset a college education is today where there is a necessity for a good education. The competition in the world now is keen, and, in order to be able to put up a good fight, one must have a good education. Tully University offers such an education, and it is also close to my home.

EXAMPLE OF A GUIDANCE QUESTIONNAIRE

GUIDANCE QUESTIONNAIRE

EXPECTED YEAR OF
GRADUATION 19_____

PLEASE PRINT

1. Name: _____ Homeroom No. _____
 Last First Middle

2. Address: _____ Tel. No. _____
 Street City

3. Nickname (if any) _____ Sex: Male ___ Female ___

4. Present Physical Disabilities: Yes ___ No ___ If so, what?
 Past Physical Disabilities: Yes ___ No ___ If so, what?

Health (Please check)	General Physical	Vision	Hearing	Glasses?
Excellent	_____	_____	_____	Yes: _____
Good	_____	_____	_____	No: _____
Fair	_____	_____	_____	
Poor	_____	_____	_____	

5. Would some change in your seating, program, etc., be beneficial for health reasons? Yes ___ No ___

If so, explain:

6. List languages other than English spoken at home:

7. List school activities (including sports), offices held by year, such as Debating 1, 2, 3, 4, President or Vice-President for:

Choice of future occupations:	Choice of schools by name for future education or training:
1st _____	1st _____
2nd _____	2nd _____

PERSONAL SECTION: Don't be afraid to be honest and frank.

1. Do you like school? Yes ___ No ___
 In order of preference, list subject you like:

EXAMPLE OF A GUIDANCE QUESTIONNAIRE (Page 2.)

2. Approximate time spent on homework per day: _____ hours.
3. List close school friends:
4. List outside activities, such as social groups you belong to:
5. Do you have a part time job? Yes ___ No ___
6. If answer is yes to question 4:
 What type of work? _____
 Employer's name _____
 Place employed _____
7. How many hours a week are you employed? _____
8. If you plan to attend college, will you need a scholarship or loan?
 Comment:
9. Name of father or guardian: _____ Name of mother or guardian: (including
 maiden name) _____
 If deceased, check here ___ If deceased, check here ___
- | | |
|---|---|
| Education: (check highest
level completed) | Education: (check highest level
completed) |
| Grammar School 1, 2, 3, 4,
5, 6, 7, 8, | Grammar School 1, 2, 3, 4, 5, 6, 7, 8, |
| High School 1, 2, 3, 4, | High School 1, 2, 3, 4, |
| College 1, 2, 3, 4, | College 1, 2, 3, 4, |
| Other | Other |
10. List people other than brothers and sisters who live in your home:
 Names _____ Relationship to you? _____
11. List any personal remarks below:

Signature _____

EXAMPLE OF A TEACHER'S REPORT ON A STUDENT PROBLEM

Pupil: James S.

Grade: 2nd

Teacher: Mrs. Martin Jones

Nature of Problem

James' mother felt that all the work he had had so far in second grade was too easy for him. It did not offer him a challenge nor did it satisfy his need for learning. She felt he would not learn anything new during the year.

Mrs. S. said James was a bright boy who learned quickly and retained what he learned. She further explained that he had been in a progressive class while in the D. school system. Having been advanced in his work he had had much of the number work we were to cover during the year. In addition he had been allowed to work in a second grade reading book during the latter part of the year; that book turned out to be the same one used in our system.

Mrs. S's. fear was that James would (if he had not already) become dissatisfied with school since the work was too easy. Her wish was that we provide more challenging work for her son.

Teacher's Comment

At no time before Mrs. S. talked with me did I have the feeling that James was dissatisfied with school. He certainly was capable of handling the work we were doing but I was not aware of any dissatisfaction on his part. I am still not convinced that such is the case.

James is a capable reader. He was doing well in our second grade book - Friends and Neighbors. Even though his mother had expressed some concern because he was re-doing work, James seemed interested in the stories we were reading, took an active part in discussions, and continually volunteered during the oral reading of a story. His interest then seemed as great as it is now - now that we have long since gone beyond the point he had reached last year and the material is new to him. I feel that even though he is a good reader the reading techniques to be taught this year will help to make him better prepared to meet more difficult reading matter.

There is no doubt that James has a good background in numbers and has a quick understanding of them. James has found the work we are doing easy. I have not given him any advanced work, however, for two reasons. I have a class of thirty four, some quick to learn, others slower in grasping the material. I have chosen to give any extra minutes to those who need the help most - the slower learners. Also, I had been told in past years not to advance anyone to material which would be taught in another grade. Not having been informed differently, I have followed that policy.

EXAMPLE OF A TEACHER'S REPORT ON A STUDENT PROBLEM (Page 2.)

However, since Mrs. S. expressed the desire that James be given a greater challenge, the following has been done. Taking into account the fact that he is a good reader, James has been provided with extra reading matter which he reads in his spare time and on which he is expected to report briefly in writing. It was thought that by using his skill in reading we could perhaps extend his interests and knowledge in different areas. He has been given an old edition spelling book which contains more words in each week's lesson, words which are more difficult than those in the second grade speller. He has been tested on these words each Friday. In addition, since we have no school library, he has been encouraged to go to the town library on Mondays at noon with other children in the class to bring back books that interested him. He is at present doing this.

In the past weeks I feel that we have fulfilled or at least attempted to fulfill to the best of our ability Mrs. S's. desire that James be provided with a greater challenge in school. It is my hope that if James had been dissatisfied in the past, that the present challenge has proved satisfactory.

EXAMPLE OF A PUPIL CHECK-OFF SHEET

Name: _____ Teacher: _____

Date _____

PHYSICAL INFORMATION

- ☐ Is strong and active
- ☐ Seldom tires
- ☐ Has ordinary endurance
- ☐ Is listless, easily fatigued
- ☐ Often absent

WORK HABITS

- ☐ Completes what he starts
- ☐ Is able to evaluate his work
- ☐ Capable of sustained attention
- ☐ Needs urging to stay with a task
- ☐ Is easily discouraged
- ☐ Seldom completes the job
- ☐ Easily distracted

SOCIAL ADJUSTMENT

- ☐ Is a successful leader
- ☐ Works and plays well with others
- ☐ Earns recognition
- ☐ Prefers to work by himself
- ☐ Prefers to play by himself
- ☐ Is destructive
- ☐ Has bad temper when thwarted
- ☐ Is quarrelsome
- ☐ Is over-aggressive
- ☐ Is easily led
- ☐ Is a follower
- ☐ Has many friends
- ☐ Has few friends
- ☐ Is disliked by others

USUAL DISPOSITION

- ☐ Cheerful, happy
- ☐ Kind and sympathetic
- ☐ Self-controlled, calm
- ☐ Impulsive
- ☐ Stubborn
- ☐ Moody

EVIDENCES OF EMOTIONAL TENSION

- ☐ Is upset by routine changes
- ☐ Is extremely irritable
- ☐ Cries easily
- ☐ Is extremely restless
- ☐ Stutters
- ☐ Complains about health
- ☐ Bites nails
- ☐ Fidgets
- ☐ Has a poor appetite
- ☐ Nauseated frequently
- ☐ Has tremors, nervous tics
- ☐ Complains of headaches
- ☐ Fainting occasionally
- ☐ Has temper tantrums

SELF-CONFIDENCE

- ☐ Recites and talks freely in class
- ☐ Is willing to play games though unskilled
- ☐ Takes pride in appearance
- ☐ Worries about personal popularity and success
- ☐ Worries about family problems
- ☐ Participates freely in most group activities
- ☐ Makes excuses for his failures
- ☐ Is overly sensitive to teasing
- ☐ Is easily discouraged over criticism or failure
- ☐ Daydreams a great deal in school
- ☐ Is boastful about self and accomplishments
- ☐ Is reluctant to participate in group activities, such as: sports question games, discussions and parties

GRADE LEVEL

READING _____

ARITHMETIC _____

EXAMPLE OF A SPECIAL REPORT

Pupil _____ Date _____

Subject _____ Homeroom _____

To the Parent:

This report is issued by the subject teacher as a supplement to the regular report card in order to give the home more information about failing or unsatisfactory work in the subject. The school invites your comments and will be willing to arrange a conference if you think this advisable.

Please sign and return this report.

PREPARATION OF ASSIGNMENT

- ☐ Effort generally unsatisfactory
- ☐ Quality of work unsatisfactory
- ☐ Incomplete
- ☐ Often passed in late
- ☐ Study-habits unsatisfactory
- ☐ Irregular attendance
- ☐ Does not make up work missed by absence

CLASS WORK

- ☐ Effort generally unsatisfactory
- ☐ Attention unsatisfactory
- ☐ Lack of interest
- ☐ Discourtesy to teacher
- ☐ Discourtesy to pupils
- ☐ Little or no oral contribution
- ☐ Poor written work in class

Teacher's comment:

Signature _____
(teacher)

Parent's comment:

Signature _____
(parent, guardian)

EXAMPLE OF A PRINCIPAL'S RECOMMENDATION TO COLLEGE

Before saying some nasty things about this candidate, let me say immediately that I and the teachers queried in regard to her candidacy recommend that you accept her. However, I doubt if she will ever win any popularity contests on campus, for she has a way of antagonizing even the most patient and understanding of teachers and students. As one teacher put it, Jean "has quite apparent prejudices which she does not hesitate to express even when tact dictates otherwise." It seems to me that she has not yet learned the social grace of how to be superior without acting superior. Another teacher states that Jean "wants to be a leader and probably is but can irritate those who do not have her abilities because she can be somewhat impatient."

Before I make her sound too much like a spoiled brat, I should say something about her accomplishments in extracurricular affairs. She has been a school newspaper reporter for two years and has participated in Girls' Varsity Sports and Cheerleading. She has been a member of other clubs of an athletic nature, the Latin Club and the French Club. Her grades were such that she was elected to a National Honor Society in her junior year and in her senior year made an honor society for her work in Chemistry.

In sum, this is an independent, self-reliant girl who can handle herself and appears to know what she wants from life and is bright enough to compete intellectually to achieve a high educational goal.

G. Oats
Principal
Andrew High School
Riverside, Massachusetts

EXAMPLE OF AN ANECDOTAL RECORD

Re: M. S.

Date:

Last Tuesday a teacher found it necessary to remove M. from class. He is still practicing his new whistling skills and Math class is neither the time or place to practice.

While out of the room M. got into more trouble. This time it involved getting water from the drinking fountain and spitting it around the cafeteria and halls while chasing other children.

EXAMPLE OF A PRINCIPAL'S LETTER TO A PARENT

Dear Mrs. S.

As you probably know, we have changed M's group. This is our final attempt to adjust to accomodate M's need and problems within the school situation for there are no other adjustments that can be made. We have tried them all. If M. cannot show improvement I will have to contact the County Court and turn the problem over to them. I can only suggest again that M. must go to the Mental Health Clinic.

I wanted you to be aware of the latest developments and progress in this case.

Yours Truly,

David P. Smith
Principal

EXAMPLE OF A PSYCHOMETRIC REPORT

Re: Jane E.

Date:

School:

Grade:

Jane was seen for evaluation onand was then given the Wechsler Intelligence Scale for Children. She is tall and slim, and with her dark hair and blue eyes, she is an appealing child, who could be quite attractive if she were less sad and more animated in social relationships. As confidence grew she was able to verbalize rather freely. Jane explained that she has always been "shy" and rather cautious with people. She is alone quite a bit, but in time, usually has a "few good friends." Since leaving Texas she has had periods of melancholy and she has not as yet been accepted as fully as she would like by her class-mates. However, she is confident that with time, she will make a satisfactory adjustment to school and her new community.

On the WISC she received a Verbal Scale of 99, a Performance Scale I. Q. of 106, and a Full Scale I. Q. of 102, all scores being within the "Average" range of ability. Both her verbal and non-verbal performances suffered somewhat because of her tendency to underestimate herself: unsure of an answer or a method of problem solving, she would give up a little too easily, or make careless mistakes. However, when given support and reassurance, she was often able to correct mistakes or find more adequate ways of doing things. Thus, it was felt that her performance was probably a minimal one, and that she might be capable of "Bright Normal" functioning.

It may well be that Jane is reacting to the many demands of a new environmental setting when she feels alone and uncertain of her situation and abilities. Being a shy person, she will require help and support, but at her own pace, if she is to find a comfortable place for herself among her peers.

Joseph F. Frankl
Clinical Psychologist

EXAMPLE OF A PSYCHIATRIC EVALUATION

To: Principal ofSchool
Re: L. S.

At your request L. S., age 13, was seen for psychiatric evaluation at the.....School. When seen he was reasonably well groomed as one would expect for a boy his age and his clothing was neat and clean. When introduced to me he greeted me politely and came agreeably into an office adjoining that of the principal. He immediately was most cooperative, helping me to find some writing paper. Questioning made it clear that he understood my role as consultant psychiatrist and he responded warmly to me answering my questions freely and volunteering appropriate information. He seemed aware of the fact that he was considered a problem by the school and told me that he had frequently been required to sit in the office in which I was interviewing him. He displayed appropriate affect seeming to feel badly about the part which he had played in causing school officials to become disturbed about him. He indicated a desire to try to adjust satisfactorily in the future.

In discussing his relationships with people L. spoke frankly about his mother, telling me about her work and spoke very warmly about his father whom he stated is living in New Jersey working as a construction worker. He displayed a real need for a warm relationship with a father figure and at first attempted to claim that his father sent him money in fairly large amounts quite regularly. Later he modified his statements about the amount and regularity. He spoke of his older brother who plans to be married soon and who, to some extent, fills his need for a male model.

L. spoke freely about his boy friends and about a girl his age with whom he had "gone steady." He spoke of his ambitions stating that he wished to finish at theSchool and then go to Trade School where he hoped to learn about sheet metal work and machinery. He also said that he now shovels snow in the winter and likes to work on tobacco farms in the summer. When I questioned him about his specific adjustment in various classes at school I was struck by the fact that while some of his troubles may be caused by a lack of attention and work on his part, that many times little accidental difficulties resulted in much more trouble for him than would seem indicated.

In speaking of his hobbies and out of school activities L. spoke about liking fishing, swimming, hunting, boating and sports in general. At the present time he apparently is making good use of the swimming pool where he works industriously perfecting his swimming and diving, and where he is qualifying for his junior life saving certificate. When questioned about things that he wished for he mentioned sporting equipment which is typical of things generally wanted by boys his age.

L. certainly gave the impression of being well within the range of normal intelligence and capable of adjusting in a school situation if given some help by school authorities in maintaining adequate motivation

EXAMPLE OF A PSYCHIATRIC EVALUATION (Page 2.)

and in learning how to avoid some of the pitfalls which he seemed to be encountering, in various class situations. L. was well oriented as to person, place and time and showed no evidence of hallucinations or delusional thinking, and in general displayed no evidence of any serious psychiatric illness.

My diagnosis in this case would be adjustment reaction of adolescence and my recommendation would be that he continue in the present school setting with proper support from administrative and guidance personnel. In the absence of adequate time for guidance personnel to work with S., we certainly would be willing to see him on a weekly basis at the Area Mental Health Center in an attempt to help him adjust to the school situation. We also would continue to be available to the principal, guidance counselor and teachers if they wished help in understanding S. or helping him to respond to particular demands.

Yours truly,

S. T. Aurnheimer, M. D.
Director

The Case Study

A case study is a study, which is usually, done on an individual student when the answer to, or at least a pattern of approach towards an answer of, a particular problem is needed.

The counselor usually summarizes the data available in the cumulative record and adds recent additional data from interviews with the student's parents and data from requests on observation reports or anecdotes from the teachers on the particular student's behavior.

The data collected is then interrelated to provide a meaningful pattern of behavior which seems to be significant to solving the problem at hand. Facts (such as test results, grades in subjects and class rank), comments (such as observations, anecdotal records and impressions from parents, teachers, counselors and administrative personnel) are included in this case study.

The person writing the case study should approach it with an open mind. Facts and comments should be collected until a pattern of behavior seems to develop. A thorough study should then be outlined for this particular case. A summary of this outline should be presented for a meeting of teachers who are concerned with the particular problem. The counselor's summary, along with the teachers' reaction to it, should provide a source of ideas which school personnel may utilize to help the student in solving his problem.

The following few pages give an example of an approach to, and the results of, an actual case study. Counseling with the student, after the study was made, seemed to help him become aware of his needs. This awareness seemed to help him become more concerned with

his role in the classroom. "Acting out" of his needs of attention seeking diminished and he became a positive influence in classroom learning.

In the following four pages the "observation form" attempts to illicit responses from teachers which may be concerned with the case study. The "example of a counselor's case study which is presented to teachers" is a summary handed to teachers (the study is abstracted from the original study) for a discussion of the pertinent facts relating to the case. The latter is presented to the teachers, at a meeting of all concerned with the case, in order to facilitate a discussion of the problem on hand.

EXAMPLE OF A CASE STUDY OBSERVATION FORM

Please observe _____ carefully over the next week. Record these and past observations. Write any behavior that can give a clue as to how an individual usually meets a situation.

1. Be particularly careful to note situations which cause disruptive behavior, and
2. Situations or conditions where the youngster gets along well in class and is well behaved.
3. The anecdote should identify the situation and describe objectively what the individual did and said. Objective description is important. Opinion or interpretation should be in a separate paragraph insofar as possible.

We will meet to talk over our findings and attempt to find ways to help this youngster improve. The mere comparison of notes and observations will surely be helpful.

Plan to meet on _____ At _____

NOTES FOR CONFERENCE

EXAMPLE OF A COUNSELOR'S SUMMARY OF A CASE STUDY WHICH IS PRESENTED TO TEACHERS

Notes on the case study of T. S.

Problem stated:

For a period of 69 days (November 30, 19.. to February 6, 19..) T. was not sent to the principal's office for disturbing a class.

This case study was requested to see if anything could be found in T's. reaction to his environment which we could control in order to help him enjoy school more, learn more and to help him to keep out of trouble.

Points which may be of interest.

1. Reasons for referral to office where of the "attention getting" type of behavior.
2. T's. parents had received a notification of his suspension which started on February 7, 19.. On February 6, 19... T. was sent to the office for disturbing a class. T. knew of the impending suspension at this time.

Personal History:

Points which may be of interest.

1. Birth was premature (born 8 months after conception.)
2. Parent commented, "quite a bit of oxygen was used to start his breathing."
3. Parent commented, "during the first 6 months he was just barely kept alive."
4. Parent commented, "he followed a normal rate of growth after birth."

The normal rate of growth the parent claims the child had may conflict with the statement of "just barely being kept alive." T. certainly may have a bases for more insecurity in his personality structure than the normal person due to his traumatic first 6 months of life.

History of Problem:

Grades:

1. With the exception of the second grade T. received average or above average grades up to the fourth grade.

EXAMPLE OF A COUNSELOR'S SUMMARY OF A CASE STUDY (Page 2.)

2. After the fourth grade T. continued a downward trend until the seventh and eighth grades, during which he failed all of his full time subjects.
3. He did not fail Industrial Arts in these grades. Here he could do things which showed short range results, and he could move around the room at will.
4. His first semester average this year (ninth grade) is an F in Math and Civics, D in English and Biology, and C in Industrial Arts.

Test results:

1. Up to the sixth grade, test results showed T. of "average" or "above average" ability.
2. The achievement test results from the sixth grade on show him to be "below average."
3. Ability tests (including the Binet which was taken on March 20, 19.. with a resulting score of 97 I. Q.) show him to be in the "average" range.

Remarks from parents:

During the fourth through sixth grades T. underwent a "traumatic experience" in relation to his going to the regional school. This reached a peak during the sixth grade when he'd become "violently" ill, vomit and run a "high" fever before going to school. At times he'd "lock himself in a closet and refuse to come out for the entire morning." He was absent forty-four times during the sixth grade.

Junior High School:

T. was a major factor in class disruption during this period. His "fear" of going to school wasn't present at this time.

Teacher comments:

"Disruption in class comments" began in the fourth grade. They continued frequently from then on.

General comments:

During the fourth grade T. wanted to fail so that he might have Mrs. J. as a teacher again. He had a fear of going to the regional school. His "trauma" was experienced during the fifth and sixth grades, reaching a peak during the sixth grade. T.

EXAMPLE OF A COUNSELOR'S SUMMARY OF A CASE STUDY (Page 3.)

recalls the fifth and sixth grades because "there wasn't much recess and I had to sit inside all day."

The counselor suspects that the seventh grade, with its homogenous grouping (T. could compete with his peers - even if it was to fail the most tests possible) and its "three minute walking to the next class" helped relieve some of his problems.

His father was discharged from the navy at this time. 'Up until this time he had not seen much of his father." his mother commented.

Possible causes of getting into trouble presently:

1. T. has learned to work out his personal fear of school by "cutting up" in class. This gets him attention, relieves the anxiety aroused by being in a class room and gives him recognition - of sorts. The counselor feels that he is receiving rewards for his disruptive behavior.
2. T's. parents, who are antagonistic to education (and to this school system in particular,) fortify his negative attitude toward school.
3. The academic skills T. did not learn from the fourth to the eighth grade, because of his fear of school and the disrupting behavior and inattention which resulted as a pattern of behavior to offset this fear, is another source of anxiety to him today. He is lacking in basic concepts and skills which are needed to do the work he is required to do in the ninth grade, e. g., math skills.
4. He is not "liked" but rather "disliked" by his peers at this time. This would also lead him to seek attention through "cutting up" in class.

Assets we can work with:

1. T. has been observed, many times, to be a very polite boy outside of the school situation.
2. He spends rather long periods of time doing "simple" things which show results quickly, e. g., clearing ditches after a rain to drain the roads around his house, working on picture puzzles, playing chess. This last activity can be rather complex...the point is that T. can do "complex" types of activities if he has the training for them.
3. During a counseling session on March 27, 19.., T. told the counselor what he liked about his classes this year. T.

EXAMPLE OF A COUNSELOR'S SUMMARY OF A CASE STUDY (Page 4.)

likes "doing posters in civics class, graphs in math, "easy" work in English and biology." He likes, and has liked, Industrial Arts.

4. He has a normal range I. Q. score.
5. He has never displayed any negative remarks concerning his parents during conferences with the guidance counselor.
6. He takes part in extracurricular activities.

Prognosis:

1. T's "attention getting" through disruptive behavior could be channeled into "attention getting" by giving him responsible tasks which he is capable of doing.
2. The complexity of the tasks would have to depend upon the training he has received in school to this date.
3. His parents' negative attitude toward education would have to be worked with. They are pleased with our concern over T. at this time. This could be a start toward instilling more positive attitudes toward education in them.

Tests and Measurements

One of the important concerns of tests and measurements should be the contribution they provide toward the understanding of the individual student. In speaking of tests, several terms should be understood:

1. Test Validity

Validity is defined as the degree to which the test actually measures what it purports to measure. For example, if a test is to be used in selecting students for an "enriched" English course, success in the course would be the criterion.

2. Test Reliability

Test reliability is defined as the consistency of the test. To be consistent the test should provide very similar scores when taken by the same person at different times.

3. Standardization

Standardization is defined as the uniformity of procedure in administering and scoring the test. Since tests are used to compare one student with another, or with a group, it is of utmost importance to insure that the directions, time allowed and other procedures are "standard" for the students who take the test.

4. Norms

The norm is the average performance on a test. In understanding the results of a test, the group that initially took the test must be known. For example, if a test was initially administered to one-thousand (1,000), white, male eighth graders and

their average test score was 100 - this is understood to be the norm or average performance on the test. The scores obtained by other people on this test must be understood or compared to the original group who took the test.

In selecting tests several questions should be answered. These are: 1. What do you want to know? 2. Why do you want to give the test and how will the results be used? 3. When do you want to give the test? 4. Where do you want to give it? (To which grade levels will it be administered?) 5. How will it be given?

Time involved in administration of the test, price of the test and ease of scoring are important considerations in selecting a test.

Intelligence tests, achievement tests, aptitude tests, interest and personality tests and scholastic aptitude tests are the various types of tests employed in guidance programs. Intelligence and achievement tests are the types most frequently used. To illustrate these two types the following pages will present a discussion on specific examples of each test. The Iowa Tests of Educational Development will be used to illustrate the achievement type of test and the Science Research Associates Primary Mental Abilities Test will be used to illustrate the intelligence type of test.

IOWA TESTS OF EDUCATIONAL DEVELOPMENT

The Iowa Tests are designed to measure the student's educational growth. By means of these tests his teachers can see where the student is progressing satisfactorily and where he is developing more slowly. With this information, and additional data, the teachers will know better how to advise the student on his educational plans and problems, and how best to help him with his school work. This information can also help the student to make his own educational plans more intelligently.

The tests and what they measure

The Iowa Tests consist of nine separate tests, each of which deals with abilities important for success in high school. These tests concentrate on broad intellectual skills, on understanding of and ability to use what has been learned, rather than on sheer knowledge of names, dates, and formulas. The nine separate tests are:

1. Social Studies Background. The student's score on this test indicates how well he understands important ideas and concepts in history, geography, economics, and civics. Examples of some of these concepts are democracy, trial by jury, immigration, and taxation.

2. Natural Sciences Background. This test measures the student's knowledge of the laws of nature and his understanding of the important part science plays in the world of today.

3. Correctness of Expression. The student's score on this test indicates his ability to write correctly, to use proper

words in expressing his ideas, and to organize his writing sensibly.

4. Quantitative Thinking. This test measures the student's ability to use arithmetic and mathematical principles in the solution of practical problems.

5. Reading..Social Studies. The student's score on this test indicates his ability to understand what he reads in political science, history, economics, etc., and his ability to do straight thinking about what he has read.

6. Reading..Natural Sciences. This test measures the student's ability to locate and critically evaluate the important facts presented in discussion of scientific matter.

7. Reading..Literature. The student's score on this test indicates how well he can read and understand the various types of poetry and prose.

8. General Vocabulary. This test measures the student's ability to understand the meaning of words.

9. Use of Sources of Information. This test indicates whether the student knows where to go to get the facts he needs in order to make intelligent judgments and decisions. It measures his knowledge of use of a dictionary, an encyclopedia, an atlas and other resource materials.

THE SCIENCE RESEARCH ASSOCIATES PRIMARY MENTAL ABILITIES TEST

The SRA PMA (for ages 11 to 17) are designed to measure five factors of human intelligence. These five factors are:

1. V - Verbal ability. This is the ability to understand ideas expressed in words. This ability is essential to activities in which information is obtained by reading or listening to words. Verbal-Meaning is measured by the synonyms type of test item.

2. S - Spatial ability. This is the ability to visualize objects in two or three dimensions. This ability is best described as the ability to imagine how an object or figure will look when it is rotated and to see the relation of an arrangement of objects in space.

3. R - Reasoning ability. This is the ability to solve logical problems. It is one of the most important of the mental abilities. The person with good reasoning ability can analyze a situation on the basis of past experience, and make and carry out plans according to recognizable facts.

4. N - Number ability. This is the ability to work with figures - to handle simple quantitative problems rapidly and accurately. It is one of the abilities easiest to explain and demonstrate since it involves primarily speed and accuracy in handling numbers.

5. W - Word-fluency. This is the ability to produce words easily. It differs from Verbal-meaning in that it concerns the speed and ease with which words can be used, rather than with

the degree of understanding of verbal concepts. Word-fluency is measured by a test requiring the writing of as many words as possible beginning with a certain letter in a specified time.

SECTION III

COUNSELING

Counseling refers to a process which takes place in a one-to-one relationship between a counselor and an individual (the client) troubled by problems with which he cannot cope alone. The counselor attempts to organize learning situations in such a way that the client becomes aware of a solution to his problem and changes his behavior toward achieving this solution.

The desire to change his behavior should take place within the client. The counselor should structure the counseling situation in such a way that the client gains an insight into his own ability and behavior. If a need to change this behavior exists then the steps to do so will be initiated "within" the client and not from the "I know what's best for you" type of advice which seems to be so common when elders speak to youngsters.

Accepting the client for what he is and helping him to feel worth as an individual is an important ingredient in the counseling relationship. If the counselor does not feel this acceptance and does not see the client as a worthy individual, no amount of skill in insight or in using counseling techniques may help the client to reach a solution to his problem. Techniques do help in the counseling relationship though. The following is a list of rules which the Western Electric Company advises its counselors to practice in the counseling situation. They give a view of general techniques which could be used in structuring an accepting type of relationship between counselor and client.

1. The counselor should listen to the speaker in a patient and

friendly, but intelligently critical, manner.

2. The counselor should not display any kind of authority.
3. The counselor should not give advice or moral admonition.
4. The counselor should not argue with the speaker.
5. The counselor should talk or ask questions only under certain conditions:
 - a. To help the person talk.
 - b. To relieve any fears or anxieties on the part of the speaker which may be affecting his relation to the counselor.
 - c. To praise the client for reporting his thoughts accurately.
 - d. To veer the discussion to some topic which has been omitted or neglected.
 - e. To discuss implicit assumptions if this is advisable.

More specific techniques as well as actual counselor comments are represented in "The Counseling Relationship, A Casebook." The authors, Buchheimer and Balogh, present a chart of verbal responses, made by the counselor, which reflect techniques and point out the counseling role which is assumed by the counselor. The following represents a summary of this chart:

<u>Verbal Comment</u>	<u>Techniques</u>	<u>Counselor Role</u>
	Designed to elicit feeling	
Take your time: there's no rush.	Silence	Receiving
This is what you said... <u>or</u> You say you feel...	Restatement of manifest content or feeling	Accepting
In other words, it's this way...	Reflection of content	Understanding
In other words, you feel...	Reflection of feeling	Understanding
In essence, you've said this..	Reflection of core	Understanding
Tell me more about it.	General leads	Searching

Designed to facilitate
self-understanding

So far, you've said this..	Summarization	Understanding
You seem to mean...	Tentative analysis	Clarifying
What seems to be operating is..	Interpretation	Interpreting
What do you mean? What have you done? etc.	Direct question	Investigating
Tell me more.	General leads	Searching, Understanding
Things could be worse. You're not alone....	Reassurance	Explaining, supporting
You can do this; you're able to...	Assurance	Predicting
The facts are...	Information giving	Explaining
	Designed to facili- tate action	
You will get along.	Encouragement	Predicting
You might do this...	Specific suggestion	Advising
You ought to do this...	Urging	Advising
Ah, come on...	Cajoling	Directing

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SECTION IV

RESEARCH AND FOLLOW-UP SURVEYS

Guidance services must be evaluated in order to do an adequate job. Research by guidance personnel is a method of evaluating the guidance program. Research may be, and should be, done on various aspects of guidance. The testing program may be evaluated in terms of its ability to predict academic success, occupational information could be evaluated in terms of the amount of its use and the effect it has in helping students to make a vocational choice, counseling could be evaluated in specific areas. For example, how many students who were not using their academic potential (indicated by tests and grades) began to do so after counseling, how many students felt that they began to understand their problems after counseling.

Follow-up surveys on students who have dropped out of or graduated from the school may gain much useful information for the school. Information for the evaluation of the curriculum and the guidance program itself may be elicited. Surveys sent to graduates who are furthering their education may give information on the schools they are attending which may not otherwise be forthcoming.

On the following pages examples of follow-up surveys are listed. The first two represent an experimental follow-up study. A long "check-off" type of survey may be sent to half of the graduates who have not furthered their education after high school. A shorter form, which has more answers to be written out, may be sent to the remaining half of the graduates in this category. The object of the experiment is to see if there is any significant return of the follow-up in either type of survey.

EXAMPLE OF LETTER HEADING FOR ALL FOLLOW-UP SURVEYS

Guidance Office
Rockhill High School
Rockhill, Massachusetts

Dear Rockhill Graduate:

The guidance department is trying to help Rockhill High School graduates and students who will graduate. We need your assistance in the way of a little information to do a good job.

Please answer the questions on the following pages. Be as honest as you can in filling out this form. Do not sign your name unless you wish to do so.

Yours truly,

John August
Director of Guidance

EXAMPLE OF CHECK-OFF FOLLOW-UP SURVEY

List the jobs you have had since leaving school.

Kind of work

Employer

How long on the job

Check the high school experience which you feel was most helpful in what you are now doing.

___ learning to get along with others

___ guidance counseling

___ personal contacts with some teachers

___ other (please specify)

Check the three (3) items in the list below which you think were most helpful in preparing you for what you are now doing:

___ English classes

___ Science classes

___ Outdoor activities

___ Intramurals

___ Drama activities

___ Industrial Arts Classes

___ Athletics

___ Business subjects

___ Social studies classes

___ Homemaking

___ Publications clubs

___ Physical Education classes

___ Mathematics classes

___ Science clubs

Present employment: (Check the one that describes what you're now doing.)

___ Self employed, full-time

___ In Armed Forces

___ Full-time work

___ Housewife

___ Part-time work

___ Other (please specify)

___ Unemployed and looking for work

If employed, please describe what you do on your job.

Check the time between leaving school and getting your first job:

___ 0 to 3 months ___ 4 to 6 months ___ 7 to 10 months ___ 11 months or over

Approximately what is your weekly earnings before deductions?

___ less than \$50 ___ \$51 to \$69 ___ \$70 to \$84 ___ \$85 to \$99 ___ over \$99

How did you get your first full-time job?

___ Public placement agency ___ Private placement agency ___ Parents

___ Friends or other relatives ___ Newspaper advertisement

___ Found it yourself ___ Other (please specify)

EXAMPLE OF CHECK-OFF FOLLOW-UP SURVEY (Page 2.)

How do the activities on the job you now have compare with what you expected from the job when you were in school?

☐ not at all related ☐ had no definite idea about any work while in school

☐ is somewhat related ☐ is somewhat the same ☐ exactly the same

Comment:

How well are you satisfied with your present job?

☐ Very well satisfied ☐ Somewhat satisfied ☐ Indifferent

☐ Somewhat dissatisfied ☐ Very dissatisfied

Comment:

Are you planning to change jobs? Yes ☐ No ☐

If you are, what kind of job are you looking for?

What subjects in high school were least helpful to you in what you are presently doing?

What subjects would have been helpful but were not offered?

What subjects were most helpful?

How could the guidance department be more helpful to you?

Indicate where you now live:

☐ In the same town as last year of high school ☐ In Western Mass.

☐ In New England ☐ Other (please specify)

If you are now living outside of this school district, check the most appropriate reason for leaving.

☐ Wanted to live where I am now living ☐ Left because my family moved

☐ Did not like the community ☐ No opportunities to do work I liked

☐ Could not get any job ☐ Had to move because of my job.

Check your marital status:

☐ Single ☐ Married (first marriage) ☐ Divorced ☐ Separated

☐ Widowed ☐ Other (please specify)

At what age did you marry? _____ How many children have you? _____

Did you marry a former student of this school? Yes ☐ No ☐

Give any suggestions which you think would improve our school program.
(Please continue on reverse side if you need more room.)

EXAMPLE OF WRITTEN TYPE FOLLOW-UP SURVEY

Guidance Office, Rockhill High School, Rockhill, Massachusetts

PLEASE PRINT OR WRITE PLAINLY

Date: _____

If you have a job please answer the following questions. If you do not have a job, please answer the questions on the next page.

1. What do you do for a living?
2. Where do you work?
3. Did the guidance office help you to get this job? Yes ___ No ___
If you answer no to question 3, how did you get this job?
4. Do you feel that your high school education has helped you in your job? Yes ___ No ___
Please explain your answer.
5. Are you happy in your job? Yes ___ No ___
List what you like about the job.

List what you do not like about the job.
6. What advice or suggestions would you give to high school students who may be interested in doing the same type of work?

EXAMPLE OF WRITTEN TYPE FOLLOW-UP SURVEY (Page 2.)

If you do not have a job please answer the following questions.

1. What type of job would you like to have?
2. Are you now looking for a job in this area? If you are, who is helping you to look for one?
3. How could the guidance department have helped you in getting ready for your life after high school graduation?

EXAMPLE OF A FOLLOW-UP SURVEY SENT TO GRADUATES FURTHERING THEIR
EDUCATION

Guidance Office, Rockhill High School, Rockhill, Massachusetts

PLEASE PRINT OR WRITE PLAINLY

Date: _____

1. Name of institution now attending: _____
2. Course of study or major: _____
3. Sex: Male _____ Female _____
4. Do you feel that your high school education prepared you satisfactorily for this course of study? Yes ____ No ____

Please give reasons:

5. What would you suggest for improving the transition from high school to college?

(a) In academic areas:

(b) In non-academic areas:

EXAMPLE OF SECOND SECTION OF FOLLOW-UP SURVEY SENT TO GRADUATES
FURTHERING THEIR EDUCATION

Date: _____

1. Name of institution now attending: _____
2. Course of study or major: _____
3. Sex: Male _____ Female _____
4. Do you feel that you have chosen the right course of study or major?
Yes _____ No _____
Please explain:
5. Are you experiencing any difficulties in academic or non-academic
adjustment to this institution? Yes _____ No _____
Please explain?
6. What advice or suggestions would you give to high school students who
are interested in applying to this institution?

(a) In academic areas:

(b) In non-academic areas:

(Please see reverse side.)

EXAMPLE OF REVERSE SIDE OF THIS SAME FOLLOW-UP SURVEY

7. Please give your impression of the faculty, facilities, student body,
social life, etc., of the institution you are now attending.
8. Do you plan to continue your education at this institution?

Yes _____ No _____

If no, please explain:

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Ralph Pappert

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DATE

Jan 64

